

**STATE BOARD ADVISORY PANEL  
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on May 21, 2013, from 9:30 am – 3:30 p.m.

Members Present

Lisa Bernier  
M. Diane Bruening, Ed.D.  
Patricia L. Carey  
Ronald L. Clanton  
Susan Douglas  
David Kendall Grant  
Ashley Hafner  
Gail Jacobs, Ed.D., Co-Chair  
Dr. Ida Malian, Vice Chairperson  
Leanne Murrillo  
Edward O'Neill  
Laura Schweers  
Christopher Tiffany  
Nancy K. Williams, Co-Chair

Others Present

Valerie Andrews-James, ADE/ECSE  
Angela Denning, ADE/ESS (phone)  
Donna Singler, ADE/ESS  
Jeannette Zemeida, ADE/ESS

Members Absent

Amanda Heyser  
Robert Hill, Ed.S.  
Sharon Lynch  
Kimberly A. Peaslee  
Amy Vanderluit

Minutes Approved (As Read)(As Amended)

Chairperson: \_\_\_\_\_

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Dr. Ida Malian, Co-Chair, called the meeting to order at 9:42 a.m.	1. None.
2. Approval of March 5, 2013 minutes.	<p>Dr. Diane Bruening made a motion which was seconded by Ron Clanton to approve the minutes of the March 5, 2013 meeting.</p> <p>Nancy Williams recommended that the approval of the minutes be tabled to the June 18, 2013 SEAP meeting so that the Panel members would have time to review the minutes.</p> <p>The approval of the minutes was tabled until the June SEAP meeting.</p>	2. Tabled.
3. Public Comment.	Ms. Williams welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. SEAP Member Updates.	<p>Edward O'Neill announced that SEAP member terms will end on June 30, 2013 for the following members:</p> <p>Parents of Children with Disabilities Ron L. Clanton Sharon R. Lynch Amy Vanderluit</p> <p>Representatives of Institutions of Higher Learning that Prepare Special Education and Related Services Personnel Dr. Ida Malian</p> <p>Representative of Private School Lisa Bernier</p> <p>Representatives of a Vocational, Community, or Business Organization Concerned with the Provision of Transition Services to Children with Disabilities Laura Schweers</p> <p>Representative from the State Juvenile Detention Agency Dr. Gail Jacobs</p> <p>Mr. Clanton and Ms. Vanderluit informed the Panel that they will not be reapplying for the Panel. Ms. Lynch hasn't submitted an application. Dr. Jacobs has retired from her position at the Arizona</p>	4. None.

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	<p>Department of Juvenile Corrections (ADJC). Due to her retirement from ADJC, Dr. Jacobs submitted her resignation from SEAP at the March SEAP meeting.</p> <p>Dr. Malian, Ms. Bernier and Ms. Schweers have submitted applications to be reappointed to the Panel.</p> <p>There will be four vacant positions:</p> <ul style="list-style-type: none"><li>Parents of Children with Disabilities OR Individuals with Disabilities [2 positions]</li><li>Representative from the State Juvenile Detention Agency [1 position]</li><li>Representative from the State Adult Corrections Agency [1 position]</li></ul> <p><i>[Note 6/1/13: Ms. Bernier has accepted a new job and will no longer qualify for her current position. The position of Representative of Private School will also be vacant.]</i></p> <p>Mr. O'Neill reviewed the online application process.</p> <p>Panel members were encouraged to let their peers know about current vacancies.</p>	
5. Teacher Certification.	<p>Dr. Lisa Aaroe, Director of Recruitment and Retention, ADE/ESS returned to update the Panel on the proposed changes to the special education certificates.</p> <p>Dr. Aaroe reviewed ESS's intended proposed changes to the Special Education certificates. ESS plans to propose that certificates be based on level of severity as opposed to disability category.</p> <p>Advantages include: reciprocity will be easier; it will be easier to hire in rural districts and it will open the breadth of possibility of where an individual can teach.</p> <p>Ms. Aaroe showed the Panel a list that outlined the course types that would be necessary to obtain a certificate for Mild to Moderate disabilities. <b>[Attachment 1]</b> Courses color-coded would serve as the foundational courses. They would total 12 credit hours. These courses would be in the following areas:</p> <ul style="list-style-type: none"><li>Foundations of special education</li><li>Legal aspects</li><li>Collaboration, communication</li><li>Assessment and eligibility</li></ul> <p>The intent of changes to the course content is to increase rigor and relevance.</p>	5. None.

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	<p>The Severe/Profound certificate would focus on high incidence disabilities. This would include Autism, Intellectual Disability (ID), Traumatic Brain Injury (TBI), Cross-Categorical, Emotional Disability (ED), Other Health Impairment (OHI) and Hearing Impaired (HI).</p> <p>Ms. Aaroe showed the Panel a list that outlined the course types that would be necessary to obtain a certificate for Severe/Profound disabilities. Courses color-coded would serve as the foundational courses. They would total 12 credit hours. These courses would be in the following areas:</p> <ul style="list-style-type: none"><li>Assessment and eligibility</li><li>Collaborative techniques and family partnerships including counseling techniques with exceptional children and families of exceptional children</li><li>Foundations of low incidence disabilities</li><li>Legal aspects</li></ul> <p>Dr. Aaroe explained the course breakdown and hours needed to obtain the certificate.</p> <p>ESS is also working to make it feasible for an individual to obtain both the mild to moderate certificate along with the severe/profound certificate. The levels of severity will dictate the specialization but ESS is trying to get the foundational courses to mirror each other.</p> <p>Dr. Aaroe fielded questions and comments from the Panel throughout the presentation.</p> <p>Dr. Aaroe shared information on the Arizona Education Employment Board. It can be found at: <a href="http://www.azed.gov/special-education/cspd/recruitment/">http://www.azed.gov/special-education/cspd/recruitment/</a>. The purpose of the employment board is to post positions offered throughout the state.</p> <p>The Great Arizona Teach-in was held April 27, 2013. There were 108 booths and 972 candidates. Approximately 70% of the districts and charters that were at the Teach-in left fully staffed.</p> <p>Ms. Aaroe spoke briefly about the resources that can be found on Arizona Promising Practices and the Teach in Arizona links.</p> <p>Arizona has the Future Educators Association (FEA) for recruitment. The FEA is made up of high school students who are interested in becoming teachers. This was funded by the Arizona State Professional Development Grant (SPDG). The four elements of an approved program are:</p> <ul style="list-style-type: none"><li>Curriculum</li><li>Field Experience</li><li>FEA</li><li>Service Learning</li></ul>	

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6. Early Childhood Special Education.	<p>Valerie Andrews-James, Director, Early Childhood Special Education (ECSE) updated the Panel on current ECSE activities.</p> <p>Ms. Andrews-James is leaving ADE/ECSE in July. She will working in her local community as a Speech Pathologist.</p> <p>ECSE is still working on changes to the Early Childhood Special Education Certificate. ECSE has a meeting with Certification in June to wrap up a few details. ECSE is trying to align the certification with the general education early childhood certificate (Birth – Grade 3). Right now the Early Childhood Special Education Certificate covers Birth – Preschool. ADE will probably have another meeting with the universities before finalizing the certificate details.</p> <p>ECSE has revised the early learning standards to align with the Arizona Common Core Standards.</p> <p>The Arizona Statewide Early Childhood Autism Project (AzSECAP) had nine teams that committed to the training for Cohort 1. Participants learned evidenced-based strategies for young children with Autism Spectrum Disorders. The team received three days of training with STAR Autism Support in January and will also receive five additional days of onsite coaching.</p> <p>Information to apply for Cohorts 2 and 3 can be found in the Early Childhood Education Newsletter at at <a href="http://www.azed.gov/early-childhood/files/2013/04/ece-newsletter-2013.041.pdf">http://www.azed.gov/early-childhood/files/2013/04/ece-newsletter-2013.041.pdf</a>.</p>	6. None.
7. ADE Empowerment Scholarship	<p>Mr. Aiden Fleming, Legislative Liaison, Arizona Department of Education (ADE) updated the Panel on current information for the ADE Empowerment Scholarship. Mr. Fleming is the administrator for the Empowerment Scholarships Account Program (ESA).</p> <p>Since the 2013 enrollment period opened in January the Department has received 1,200 applications</p> <p>The increase in applicants was most likely due to the print and TV ads throughout the state. The ads were not sponsored by ADE.</p> <p>The acceptance rate for ESA applications for the past two years has been approximately 50-60%.</p> <p>Due to the increased number of applications, Mr. Fleming estimated that ADE would be distributing approximately \$15 million in ESA funds.</p> <p>In regards to the lawsuit regarding ESA, the State has now gone through the Court of Appeals. During the oral arguments the Plaintiffs requested an injunction. This would cease all ESA payouts which are supposed to go out on July 15. This would not affect the 302 recipients currently on the</p>	7. None.

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	<p>program, only the individuals who have applied for ESA this year. ADE hasn't heard the ruling from the Court of Appeals as of yet.</p> <p>Regardless of the ruling from the Court of Appeals the case will be taken to the State Supreme Court.</p> <p>Legislative Update</p> <p>The Anti-Fraud Statute (HB 2458) passed. This statute outlined several anti-fraud measures that the Department has to take. ADE is already auditing far beyond the requirement in the statute. Many of the measures would be burdensome to the Department (due to its small staff) so many of the "shall's" were changed to "may". ADE can adopt the guidelines at any point.</p> <p>There was concern by the Department regarding the 529 Account [College Savings Account]. This was an approved expense for ESA. The initial guidelines stated that the parent could take any amount of money from the ESA account and place it in a 529 Account. When this happened the Department was no longer able to track the funds. The statute has limited this amount to \$2,000 a year.</p> <p>SB 1363 passed the Senate and is sitting in the House. It is waiting for a second reading. If passed, this will financially change the program. Children in ESA are currently funded based on their current physical location. ADE runs a calculation based on their district. On average, for a non-disabled child the funds are approximately \$3,500 to \$4,200, depending on the location.</p> <p>This bill would eliminate that process and it would put in place charter school additional assistance. It would not be based on the child's physical location district; each child would be funded as if he/she were in a charter school. Mr. Fleming explained why charter schools receive more state funding than districts. With this being the case, the funding per child would increase to approximately \$6,000.</p> <p>This bill would also allow parents of preschoolers to place their child in a private school beginning in Kindergarten, bypassing the 100 days in a public school rule currently in place in the program.</p> <p>This could increase the application acceptance rate from 60% to about 95%.</p> <p>HB 2350 failed. This was a testing requirement for ESA children. ADE opposed the bill because it requested that the students be tested but that the results not be published.</p> <p>Mr. Fleming will inform the Panel if SB 1363 passes.</p> <p>Mr. Fleming fielded questions from the Panel.</p>	

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8. Exceptional Student Services.	<p>Due to illness Angela Denning, Deputy Associate Superintendent, ADE/ESS was unable to present at the SEAP meeting. Dr. Lisa Aaroe presented the information for Ms. Denning.</p> <p>Dr. Aaroe shared the Proposed Mission for ESS: Exceptional Student Services provides high quality service that builds capacity to improve outcomes for all students. The vision is: Student Center, Service Focused. <b>[Attachment 2]</b></p> <p>Dr. Aaroe reviewed the work done by Ms. Denning and the ESS Directors to determine ESS System of Supports and capacity building goals.</p> <p>Dr. Aaroe provided the Panel with the FFY 2011 Annual Performance Report (APR) Target Data and Actual Target Data, Including FFY 2006–FFY 2011 Actual Target Data. <b>[Attachment 3]</b> She briefly reviewed a few Indicators.</p> <p><i>[Patricia Carey left the meeting at 11:00 a.m.]</i></p> <p>Panel members shared their views on the results.</p> <p>Dr. Aaroe asked Panel members to send Ms. Denning their feedback/opinions regarding standardized IEPs.</p> <p>Ms. Andrews-James reviewed the results for Indicator 6–Preschool LRE and Indicator 12–Early Childhood Transition.</p> <p>This is the first year that Arizona reported on Indicator 6. The results are deceiving because, while the data in other preschool indicators includes only preschoolers, Indicator 6 includes 5 year-old Kindergartners. When the 5 year-old Kindergartners are removed from the equation the 48.01% reporting number drops to 20%.</p> <p>Data reported for Indicator 7 (Preschool Outcomes) was pulled from data collected using Teaching Strategies Gold. There are currently 33,000 portfolios in Teaching Strategies Gold. This includes all preschoolers using the program, not just special education preschoolers. About 10,000 – 13,000 of the portfolios are special needs students.</p> <p>Late referrals affect the data for Indicator 12.</p> <p>Ms. Denning will share more information on the Indicators at the June SEAP meeting.</p> <p><i>Panel broke for lunch at 11:47 a.m.</i></p>	8. None.

Topic	Discussion	Outcome
	<i>The meeting resumed at 12:30 p.m.</i>	
9. Assistive Technology and Access.	<p>The ADE Assistive Technology Specialists are Bruce Kennedy (Flagstaff), Mary Keeney (Phoenix) and Ann Gortarez (Tucson). All the AT specialists participated in the presentation.</p> <p>Special education law defines assistive technology as both <i>devices</i> and <i>services</i>. <b>[Attachment 4]</b></p> <p>An assistive technology device is: “<b>Any</b> item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.” Surgically implanted devices are not considered assistive technology.</p> <p>An assistive technology service is: “... any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.” It also covers the evaluation and selection of a system; the purchasing, leasing or acquiring devices; and training for anyone who will come in contact the equipment.</p> <p>Assistive technology <b>must</b> be considered at <b>every</b> annual IEP meeting, <i>regardless</i> of the type or severity of the student’s disability. <b>[Attachment 5]</b></p> <p>AT <i>may</i> be documented in a variety of places on the IEP:</p> <ul style="list-style-type: none"><li>• Special Factors</li><li>• PLAAFP</li><li>• Goals</li><li>• Support Services</li><li>• Supplementary Aids and Services</li><li>• Related Services</li><li>• Accommodations</li><li>• Transition Plan</li></ul> <p>If a child doesn’t qualify for special education services he/she may be able to obtain assistive technology services through a Section 504 plan.</p> <p>Assistive Technology Services provides the following:</p> <ul style="list-style-type: none"><li>• Grant funded trainings</li><li>• District trainings</li></ul>	9. None.

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	<ul style="list-style-type: none"><li>• Regional trainings</li><li>• Tech support</li><li>• Consultation</li><li>• Loan library</li></ul> <p>Information on the AT Loan Library can be found at <a href="http://www.adeatloan.org">www.adeatloan.org</a>. Any PEA (public or charter school) is eligible; private schools and BIE schools are not eligible.</p> <p>The ADE loan library is for PEAs only. However, there is a sister agency, Arizona Technology Access Program (AzTAP). AzTAP also has a loan program. It functions identically to ADE, except that borrowers can keep the items for only 2 weeks vs. the ADE program's 4 weeks. ADE and AzTAP share their inventories. Families can use AzTAP services.</p> <p>Categories that can be improved by use of assistive technology include the following: Reading, Learning/Studying, Math, Motor Aspects of Writing, Computer Access, Composing Written Materials, and Communication.</p> <p>An individual can use assistive technology for all sorts of things. How does the individual/family/school know which technology is right for the individual? ADE suggests the use of the SETT Framework. <b>[Attachments 6]</b></p> <p>The SETT Framework was postulated by Joy Zabala in 1995.</p> <p>Step 1    <b>S</b>tudent's present levels of academic and functional performance and evaluation data Step 2    <b>E</b>nvironment where the student will make progress toward mastering the curriculum goals and objectives Step 3    <b>T</b>asks and objectives that address the student's needs within the general curriculum Step 4    <b>T</b>ools/AT devices and services required for the student to make progress toward the objectives</p> <p>Step 1 considers the student. What do they like to do?; What can they do?; etc.</p> <p>Step 2 considers where. Where will they be using the item and/or system?</p> <p>Step 3 considers the task. What specific tasks need to occur?</p> <p>Step 4 is looking at the tools themselves.</p> <p>Many IEP teams start with Step 4 and try to make the student fit the item. Mr. Kennedy shared a</p>	

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	handout with the Panel that can be used by IEP teams for AT considerations using the SETT Framework.	
	Using the SETT Framework is an ongoing process. Once an item is selected there needs to be continuous evaluation on whether or not the tool is the correct one.	
	Assistive technology can be no or low tech, mid tech, or high tech.	
	<i>[Ashley Hafner arrived at 1:45 p.m.]</i>	
	Myths About Assistive Technology in Special Education	
	Expensive	
	If AT is considered thoughtfully, oftentimes it may not be an expensive solution.	
	Only for students with significant and multiple disabilities	
	Students with specific learning can benefit just as much from AT	
	If I "checked the box" then we considered AT	
	Teams may often complete the special factors section of an IEP before they have done an analysis on the student	
	If I write it in the IEP then my special education director will have to buy it for me	
	Special education directors will consider AT when it has been thoughtfully considered and data is provided [article on Assistive Technology Advocacy; Attachment 9]	
	AT can never go home	
	If IEP team determines student needs their AT to access FAPE (Free Appropriate Public Education) at home	
	There must be an evaluation here somewhere	
	School personnel are conditioned to look for the evaluation that triggered the event; AT should be paneled through consideration	
	Blame the Lettuce	
	Mentality of: This student with the disability refuses to use the assistive technology. Most often the wrong AT was chosen; it is not the fault of "the lettuce" that the AT has been abandoned.	
	We'll Talk About AT When We're Ready	
	Mythical point in time about when it is the appropriate time to consider AT; now is always the time.	
	AT is the Magical Potion that Will Cure Everything	
	AT is only a piece of the solution	
	There is an AT Lone Ranger	
	There is no AT Lone Ranger, the IEP Team is responsible for finding AT solutions	
	Bonus Myth: If you have Universal Design Learning (UDL), you don't need AT. However, access to it	

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	<p>doesn't mean the school/student will use it.</p> <p>The AT Team reviewed the ADE AT website and briefly reviewed contents.</p> <p>Mr. Kennedy informed the Panel that ADE isn't recommending or attempting to sell any of the products that the AT Teams displays or demonstrates during their presentations. It is the school district's responsibility to decide which AT materials will work best for their students.</p> <p>The AT Team members fielded questions from the Panel. [Additional attachments briefly discussed, <b>Attachments 7, 8 and 9</b>]</p> <p>In response to a question from Ms. Williams regarding challenges/barriers in the field, Ms. Gortarez reminded the team about the barriers students face when taking assessment tests and the restrictions on accommodations. What will be allowed with the new high stakes testing that will be introduced soon?</p> <p>Ms. Keeney informed the Panel that there isn't a standard form for AT consideration during an IEP meeting. Some districts have forms that drive thoughtful consideration of AT but many do not.</p> <p>The AT Team demonstrated some products that IEP teams could consider for AT solutions.</p>	
10. Special Education Advisory Panel Business.	<p>The draft of the 2013 Revised By-Laws was provided to the Panel via e-mail prior to the meeting.</p> <p>Ron Clanton made a motion which was seconded by Susan Douglas to approve the changes to the SEAP By-laws.</p> <p>On March 7, 2013 SEAP Executives sent a letter to Secretary Arne Duncan, U.S. Department of Education regarding SPP/APR Indicator 1, Graduation Requirements. The letter was forwarded to Melody Musgrove, Ed.D., Director of the Office of Special Education Programs. On April 22, 2013 Dr. Musgrove sent her response to the SEAP letter. Ms. Williams read the letter to the Panel. <b>[Attachment 10]</b></p> <p>Panel members discussed the letter's contents and will ask Ms. Denning for clarification at the June SEAP meeting.</p> <p>Ms. Williams reviewed the dates set for 2013-2014 SEAP meetings:</p> <p>Sept. 17, 2013 Nov. 19, 2013 Jan. 21, 2014</p>	10. Approved.

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	Mar. 4, 2014 May 20, 2014 June 17, 2014	
	Susan Douglas made a motion which was seconded by Lisa Bernier to approve the meeting dates for the 2013-2014 school year. Motion approved.	
	ESS will be moving to 3300 N. Central in late Summer 2013. SEAP meetings will be moved to the Central office beginning with the November meeting. Information for the meetings will be posted in the agenda prior to each meeting. SEAP members will receive parking instructions when they receive their meeting notices.	
	<i>(Edward O'Neil left the meeting at 2:25 p.m.)</i>	
	Ms. Williams reported that she had attended a webinar a week earlier. It was also attended by Advisory Panels from other states. Panel members shared their meeting structures. She reported that the Panel in South Carolina has formed 3-4 working committees within the Panel that meet during the formal meeting. Their purpose is to work on key issues for the Panel. They then summarize their discussion to the whole Panel. The Panel submitted 6 papers to their Board last year. Their hot topics matched several of the topics that the Arizona Panel has addressed in the past year.	
	Panel members discussed the pros and cons of the South Carolina format vs. the format they currently use. Panel members discussed changing the meeting format in September; possible subcommittee topics were suggested.	
	Key Points Summary of Meeting: Teacher Certification Proposals for a Mild to Moderate Certificate and a Severe/Profound Certificate vs. the current certificate which is based on disability category.	
	The next meeting for the committee is scheduled for June 18, the same day as the SEAP meeting. The committee meeting will be conducted online.]	
	A Panel member expressed their opinion regarding the proposed certificate changes. The Panel member felt that SEAP should have a larger part on the committees making the recommendations. Panel members don't know who the committee members are until after the decisions have been made. Panel members should be able to consider the recommendations and have input to the ESS committee. SEAP's role is to advise ESS on topics that important to the	

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	members as stakeholders. The Panel input should count vs. being reported to after decisions have already been made.	
	A second Panel member expressed their concern that during the presentation regarding the certificate changes that the effect on the students wasn't mentioned.	
	Susan Douglas made a motion that "The Special Education Advisory Panel thank Dr. Lisa Aaroe for providing the Panel information and updates on the Special Education Teacher Certification process. We would also like to ask the committee to respond to these questions for clarification on the certification changes:	
	What impact will these changes have on students? What data necessitates these changes in certification processes? What impact will these changes have on dual certification? What is the justification to have ED in Severe/Profound and Mild/Moderate	
	Ashley Hafner seconded the motion. The motion was approved.	
Key Points (continued)		
	Empowerment Scholarship The Anti-Fraud Statute (HB 2458) passed. SB 1363 passed the Senate and is sitting in the House. HB 2350 failed.	
	Assistive Technology and Access How are we systematically communicating this information to parents and LEAs so that they have an understanding of the process and that students have access to AT. ESS formally requested feedback on standardized IEPs. Panel members would like further clarification. Panel would like further information on SPP/APR Indicators 13, 18 and 19. Presentation of ESS Vision and Mission. Mission for ESS: Exceptional Student Services provides high quality service that builds capacity to improve outcomes for all students. The vision is: Student Center, Service Focused.	
	Early Childhood Special Education ECSE now has a full year of collecting preschool data using Teaching Strategies GOLD. They will now be able to study the results of the key assessment change. The draft of the new Early Learning Standards is posted. They are expected to be approved in June.	

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11. Members' Reports from the Field.	<p>Ron Clanton</p> <ul style="list-style-type: none"><li>IEPs are used by many of the school districts. Mr. Clanton works with Paradise Valley, Scottsdale and Cave Creek. Activities of Daily Living (ADL) are typically included on the student IEPs. Mr. Clanton is aware that some ADLs have been temporarily changed due to life situations: surgery, car accident, etc. There is no policy in these districts to do this without going through the whole IEP process. Mr. Clanton informed the Panel that it took 4 weeks for a student he knows to get back into the classroom after being released from his doctor's care. The district demanded all of the needed changes in writing. The student missed school time because there wasn't a method in place to change the student's ADL. He asked that this topic be added to the June meeting.</li></ul> <p>Laura Schweers</p> <ul style="list-style-type: none"><li>Project SEARCH has been recruiting for their program in Tucson and also in the Phoenix area.</li><li>Students coming into Project SEARCH for the adult program have to have eligibility through the Rehabilitative Services Administration, Vocational Rehabilitation (RSA VR) or Division of Developmental Disabilities, Arizona Long Term Care System (DDD ALTCS). There are inconsistencies in getting the category station for VR and ALTCS.</li></ul> <p>David Kendall Grant</p> <ul style="list-style-type: none"><li>Parents are unaware of how to access electronic editions of textbooks</li></ul>	11. None.
12. Adjournment.	<p>The next SEAP meeting is scheduled for June 18, 2013. It will be held at the Attorney General Building - Capital Center Building, 15 South 15<sup>th</sup> Avenue, Basement Conference Rooms A &amp; B, Phoenix, AZ.</p> <p>Items for next agenda</p> <ul style="list-style-type: none"><li>Surrogate Parents (Training and Recruitment) – Candice Trainor</li><li>Early Childhood Special Education – Val Andrews-James [Standing agenda item]</li><li>Standardized IEPs – Angela Denning</li><li>SPP/APR – Angela Denning and Cynthia Bolewski</li><li>Common Core – Assessment and Accountability Staff [Standing agenda item]</li></ul> <p>The meeting was adjourned at 3:33 pm.</p>	12. Adjournment.